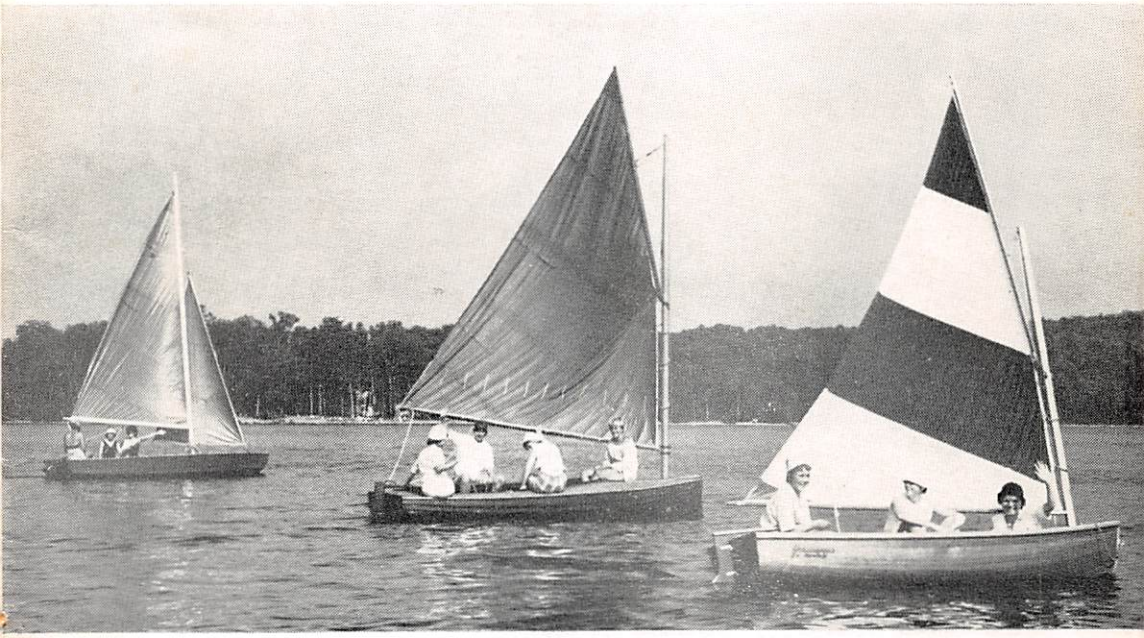
OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

CANADIAN CAMPING

April 1967. TORONTO, CANADA



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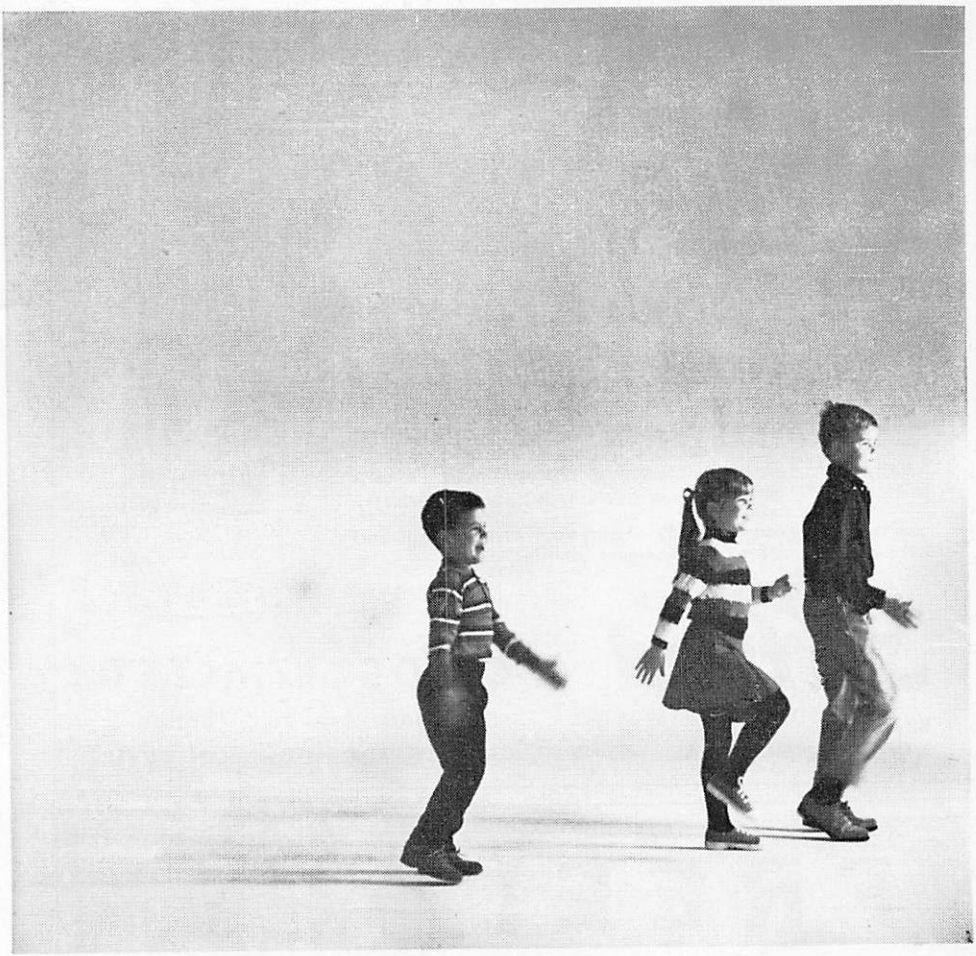

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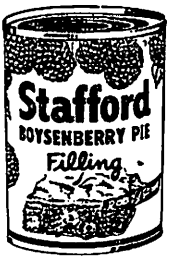

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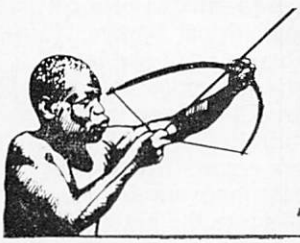

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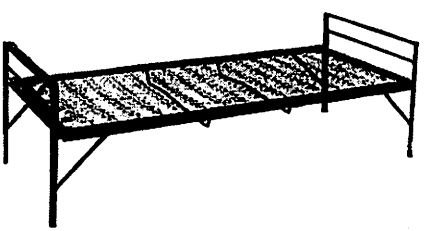

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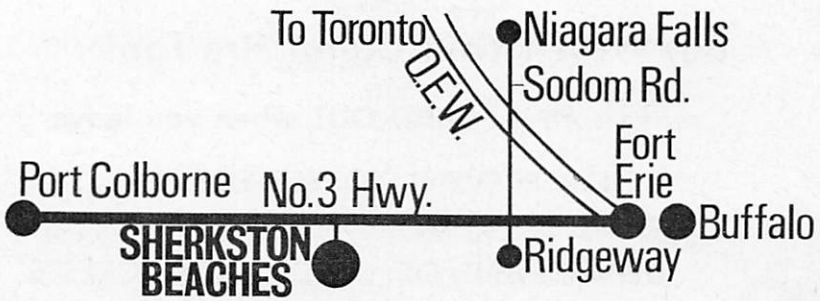

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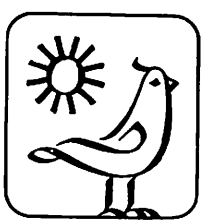

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CANADIAN CAMPING

VOL. 19 APRIL, 1967 No. 3

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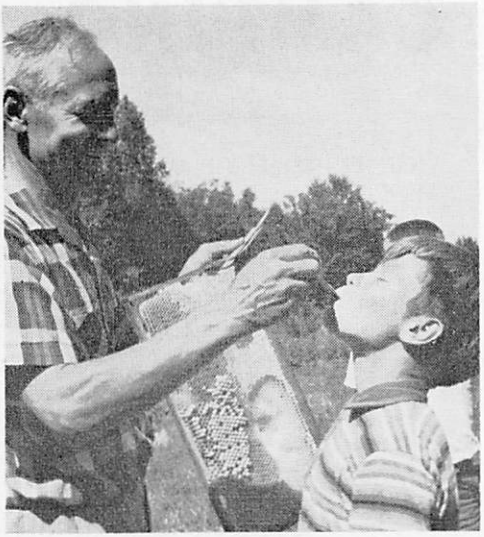

HONEY BEES at Camp

by Sam G. Hambly, B.A.
Director, Camp Allsaw

Children and bears like honey. For this reason alone, the honeybee is a practical topic for intensive observation and investigation in an outdoor setting.

Camp provides an ideal opportunity for the boy or girl to become better acquainted with the physical characteristics, the plants and animals of his or her environment.

A Variety of Habitat

A camp reconnaissance will reveal a variety of habitat — pond, marsh, swamp, grassland, forested, and reforestation areas. In each, the topography, the sunlight, the soil, water, and air determine the plants that flourish. These provide food, beauty and shelter for the animals.

Honeybees are found in a natural state, in hollow trees. By providing the beehive home, with removable Hoffman frame interior, the beekeeper provides a modern, efficient abode for the honeybees. In turn the bees provide much more honey for consumption in an accessible form in the beehive than is provided in the beetree. Also there will be a larger colony of bees for pollination and fertilization of plants. This is a high form of conservation.

To Begin

To keep bees at camp, select an interested counsellor. For a twenty-five dollar fee he can attend a one week short course on beekeeping at Guelph University, usually the first week of July.

From the Ontario Honey Producers Co-Operative Ltd., 5 Defries St., Toronto, Telephone 364-8266, one may purchase supplies. A good observation hive can be made by cutting out from the sides of a regular hive-body suitable hinged openings. These openings should be covered by glass on the inside to prevent the bees from escaping at other than the normal opening. Through O.H.P.C. Ltd. a 2-lb. package of bees with a queen can be ordered for delivery by mail to a city address during May.

The package bees could be installed in the observation hive at camp during May.

My camp observation hive is set up in a window, with an eastern exposure at a Toronto school in May. The bees have free access to the outdoors via a tunnel under or through the lower part of the window sash.

In the resource room the pupils plant seedlings in flats and prepare soil for transplants. The small flower plants are set into individual containers filled with the prepared soil mixtures. The half pint milk cartons delivered to the school for underprivileged children, with drainage holes punched in the bottom are suitable for transplanting. Hence, the pupils provide plants to bloom and pasture the bees. At home in their backyards they observe the bees gathering nectar and pollen. At school through the windowed beehive, they observe the bees using the pollen and nectar from their own home gardens. The following winer it is sometimes feasible to have the pupils taste the comb honey made from the nectar and pollen of plants they have helped to propagate.

In preparing the hive body for observation, a full frame of drawn comb is placed in the central part of the chamber. Frames with a one-inch fringe of foundation are placed on either side of the full frame of drawn comb. This prevents the bees from hiding from view between the combs and thus provides for better observation.

The Ontario Department of Agriculture has for distribution a variety of informative booklets on all phases of beekeeping. These contain a wealth of ideas and instructions for the layman. The staff of the Department of Agriculture, University of Guelph, is most generous in providing plans and discussing problems.

My observation hive is moved from the school windowledge in June to an outdoors location at camp. This should be a sheltered spot with good air drainage and an easterly exposure to sunlight, shaded during the hot part of the day.

The Observation Hive

The observation hive provides a camp focal point for the observation of the development of the brood nest inside the glass windows. Here the campers will observe the bees building the hexagonal shaped cells for brood rearing and storing honey. They will marvel at the regularity, the beauty and accuracy of the honeybees' handiwork. A worker may be observed producing a scale of fresh wax for construction from between two segments on the underside of the abdomen. The queen bee, attended by her retinue of servant helpers, may be seen depositing an egg on the bottom of a cell, projecting at right angles from the base. Different stages of development in the life cycle—egg, larva, pupa and adult may be observed.

Worker bees will be observed entering the hive with their pollen baskets on their rear legs laden with pellets of pollen. Campers will see this highly nutritious, protein-packed food, stored in cells for future use in making beebread, a mixture of pollen and nectar.

A thimble shaped queen cell may be discovered on the edge of a frame. Close observation may reveal the worker bees renovating an area of comb, tearing away the worker bee and honey cells and constructing the larger and thimble shaped queen bee cell.

A wide difference in the colour of pellets of pollen arouses the interest of observers. A pollen trap placed under the bottom super of the hive on a good day will collect a cup of pollen. A good camper activity is to have a group classify the pollen according to colour. Then close observation under a good microscope will reveal characteristic shapes of various species of pollen. From these forms the plants producing the pollen may be identified.

And Afterwards . . .

A few years ago I gave a sample of honey from the Highlands of Haliburton to Dr. Maurice Smith as he was

leaving on an apiculture research expedition in France. Dr. Smith gave the sample to Dr. Louveaux, France, who in turn examined the traces of pollen it contained. Later, I received from Dr. Smith a report by the research worker on the variety of species of Canadian plants on which the honey bees pastured in collecting the nectar to produce the honey.

For our camp in June a local apiarist, Mr. Victor Peel, sets up on the camp site, a four colony apiary. Once each two week period, he comes to camp fetching with him his honey extracting equipment. This is set up in the craft shop or dining hall. After collecting the honey laden frames from the beehives the campers in rotating groups, assist the apiarist in extracting the honey. As Victor uses the steam heated decapping knife to shear the caps off the honey filled cells. Mrs. Peel fills small paper cups with hot fresh honey cappings. These are eagerly consumed by curious campers. The taste makes a lasting impression.

Containers are filled with the golden coloured fresh honey and set away for camp breakfast. Pound bottles are filled and labelled with the Camp Allsaw Apiary label and stored for souvenirs for departing campers.

From time to time the campers discover swarms of honeybees in search of a new home. A year ago a very large swarm was discovered on the branch of an ash tree eight feet above ground level, at the end of the tent line. A spare hive body with some honey-odoured drawn comb was set on the ground nearby under the tree. With a step ladder and saw the branch supporting the swarm was removed and placed at the entrance of the hive. Within an hour the new colony had occupied their new dwelling and commenced house cleaning, renovation, brood rearing and honey and pollen collecting.

Honeybees must never be manipulated by an inexperienced operator in the presence of children. All steps using honeybees should be well practised in private before children are exposed to the dangers of bee stings. Some campers are fatally allergic to bee sting. The utmost care must be practised at all times by an operator who has had considerable practice in private sessions.

Properly handled with adequate precautions honeybees can provide a fascinating interest at camp. The delicate flavours will arouse interest in the plants on which the honeybees pasture. Taste will supplement learning and understanding by sight. Invariably the camper through activity and first hand experience is motivated to explore further the phenomenal life of the honeybee.

———•———

Sam G. Hambly has had considerable experience in using natural resources in an outdoor setting for instruction and recreation. He directed field trip excursions with Runnymede School pupils, Toronto from 1947-52 at "The Acres" in North York. In 1951 at the Ontario Agriculture College in Guelph, Mr. Hambly was the instructor in the Department of Education Workshop in Conservation. His services were utilized both in Europe and the United States. Currently he is with the Perth Avenue Junior School, Toronto, doing horticultural therapy, in the Guidance Workshop, and pupils' home gardens. Mr. Hambly founded Camp Allsaw in 1962.

INTERCULTURAL CAMPING

by H. K. Roessingh, M.A.

For a number of reasons the owners of the Silvercreek Ranch at Water Valley, Alberta responded with enthusiasm to the suggestion that intercultural camping be made a centennial project for the camping association. One of these reasons was that, as the only private camp in the Alberta Camping Association the owners felt that they were possibly in a better position to introduce these camps and consequently had an obligation to undertake this. Another reason was that they, the Roessingh family, are immigrants themselves and so more sensitive to the implications of intercultural relations in Canada than many born Canadians.

Pilot Projects

Two camps were held in the summer of 1966; one sponsored by the Soroptimist Club of Calgary, for children from 10 to 12; the other an intercultural band camp sponsored by the Silvercreek Ranch for children from 13 to 17. Both were considered pilot projects for more elaborate camps in 1967. Although many improvements will be needed in the programmes of these camps, each was considered an unqualified success.

The Soroptimist Club camp for youngsters from 10 to 12, was attended by a group of 14 Eskimos, Metis Indians and white children from Aklavik and Inuvik in the N.W.T. in addition to a number of children from Indian Reserves in Alberta and others of a wide variety of cultural and ethnic backgrounds. Here success came almost too easily. How can you fail to keep a group of naturally cheerful children happy, if almost everything they do and see is new to them? On arrival they crawl on the street to inspect the pavement that they never have seen before. On their first day their dearest wish is to see a cow and a horse and other farm animals. They can laugh with the others at themselves when one of them answers the question: "Do you speak Eskimo language?" with the shy response: "I don't speak any foreign languages."

With very few exceptions there was no sign of discrimination or prejudice and after the first few days the group mixed extremely well; there is litle doubt that everyone had a good time and wants to come back next summer. But if I were asked whether we achieved a lasting effect in intercultural relations, I would honestly have to say that I really don't know. The children were so eager to please us, that they answered any questions with the answers they thought we would like to have; they were too young and too shy to come forth with any deep thoughts on their relations to children from other races at the camp and to make comparisons with the situation in their daily life. For the 1967 camp our efforts will have to be concentrated on programming and evaluation.

At the Intercultural Band Camp, results in terms of improved intercultural understanding was more easily assessed. The main groups at the camp were English speaking children from Alberta and the N.W.T. and French speaking youngsters from Quebec. The whole camp had one common objective: to work together to-

wards a good result in music, their common interest. The cultural background of the two main groups was aptly expressed in the programme played by the band, which included both French and Western pieces. In addition to five hours a day band practice, the children went through an extensive programme of horseback riding and other recreational activities as well as formal and informal discussions on a wide variety of subjects. The frankness in the discussions and the degree to which the language barrier was overcome surpassed our wildest expectations.

Carry Over

The delegates from Quebec were so pleased with the results of the camp, that not only have they announced that they will return with a larger delegation for our 1967 intercultural band camp, but also have invited a similar group from Western Canada to participate in a band camp at Asbestos, Quebec, which incidentally, again because the Silvercreek Ranch camp was such a success, will be the first resident band camp for both boys and girls in Quebec.

Elaborate reports have been prepared on both the above camps. Details of the experiment and our plans for the future cannot be elaborated upon here, but the summer of 1966 proved to the complete satisfaction of the directors of the Silvercreek Ranch and to many of their guests that a camp provides the ideal setting for an intercultural experience. We have had an opportunity to compare the camping experiment with other types of intercultural exchange; we have discussed the pro's and con's with participants in these programmes and have not found any other type of programme in which there was such a unanimous conviction that the experience was not only very pleasant and instructive, but also achieved the purpose of intercultural understanding to very high degree. A parents' committee has been formed in Alberta to assist the camp directors of the Silvercreek Ranch in the planning and promoting of future intercultural camps and to further study the possibilities of this project.

We have only scratched the surface of the latent possibilities in this aspect of camping; we hope that many of our friends and colleagues in the camping movement will show an interest and call on us to give them the benefit of our experience or let us have the benefit of similar experiences elsewhere. Surely the forthcoming seminar in Harrison Hotsprings, B.C. will bring together a core of people who can work together in programmes and ideas for intercultural camping.

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Reading "Hank" Roessingh's dossier made us wish we could share the whole thing with our readers—perhaps we will sometime. But for the moment here are a few facts. Mr. Roessingh was born in Holland, studied geology there and in Sweden and took his M.A. For six years he worked with an oil company in Sumatra, Indonesia where he got his first experience in round the year camping. He, his wife and their four children came to Canada in 1954 and a fifth child was born here. Since 1960, Mr. Roessingh has been Honorary Vice Consul for the Netherlands in Calgary. The Roessinghs live at Silver Creek Ranch, Water Valley, Alberta. Mrs. Roessingh was a former president of the Alberta Comping Association.

ON CHOOSING A SAILBOAT

FOR CAMP

by Norm McKee,
Aquatic Director for the University of Waterloo and
Director of the Kitchener Lions Youth Camp

To begin with no amount of information that could be put into an article such as this will ever replace the advice of an experienced sailor. An experienced sailor will be able to give you specific advice tailored to your particular situation.

A Few Points

However, there are a few points, if kept in mind when purchasing a sailboat, that may save you some later headaches. Two major factors will have an immediate bearing on what type of boat you will buy, economics and where you intend to sail.

Let us first look at economics: the average price for a good "class" sailboat will be approximately $70 per foot for a 16 ft sailboat; for every foot less deduct $5 (i.e., 8 ft. sailboat would cost $30 per foot). You would naturally be able to save a great deal if you buy kits and build your own boats. You will be able to buy sailboats for less, but these are usually not class boats. This may not prove to be a problem until you come to sell, replace or repair your boat. The non-class boat is hard to sell. Often that particular type becomes obsolete and it gets progressively harder to get parts or repairs. So it is worth spending a little more initially to buy a class boat. The resale value alone will prove the initial investment worthwhile. Often the best time to buy is at the end of the sailing season.

Class Boat

Boats that are specially built to conform to a certain formula and design, their features being similar to others in that particular class. Where you intend to sail your boat will have a great deal to do with the type of boat you will buy. If you are on a small inland lake where the wind seldom becomes very strong, a boat with a fibreglass hull (which is normally the lightest type of hull) and a fairly large sail area will be most suitable. Contrast this to a boat required for operation on large lakes such as the great lakes. Here a boat with fairly heavy hull and small sail area will prove to be more suitable for the average type camp.

Other factors which will have to be taken into consideration, are things like maintenance, size of camp, type of programme, and staff availability.

Maintenance

In order to reduce the problems of maintenance it would be wise to consider these factors. The hull should be good quality fibreglass. The mast and boom should be aluminum. The standing rigging should be either stainless steel or nylon. The running rigging should be nylon. The sails should be dacron. The hardware should be brass bronze or preferably stainless steel. A sailboat with all these features will be almost maintenance free and will stand up to camp usage much better.

Size of Camp

The size of the camp will dictate the size of boat. Generally:—an 8 ft. to 10 ft. boat will take 1 adult or two small campers; a 10 ft. to 12 ft. boat can take 2 adults or 3 small campers; a 12 ft. to 14 ft. boat will take 1 adult and 3 to 4 small campers; and a 14 ft. to 16 ft. will take 3 adults, or 1 adult and 4 campers. Over 16 ft. means you are usually into some type of specialty programme such as tripping or cruising. With these figures it is possible to work out, roughly, how many boats are needed. For example a camp that has cabin groupings of 8 to 10 would need 2 or 3, 12 ft. to 14 ft. boats, or 5, 8 ft. boats.

Type of Programme

Another factor which will affect your decision will be the type of programme you intend operating. Is sailing a specialty or fill in type of programme? Will it have beginner or advanced or both elements? If it is a specialty of the camp, a class boat is a must preferably in the 14 ft. to 16 ft. class. You should also endeavour to have three boats of the same class as this way you can teach effective racing techniques. If it is purely an introductory type of an activity, the heavier hull boat would be more suitable. Normally the heavier the hull the more stable the boat will be. If you have both beginner and advanced sailors, two smaller heavier hulled boat for beginners and the lighter, larger hulled boat for the more advanced would be required.

Staff Availability

One should be careful when selecting staff for a sailing programme; he should be as much a specialist as the craft director. No matter how careful you have been in selecting your boat the proper staff can make or break your programme. Even the best boats if poorly tuned can be a headache. A good sailing staff can get the best out of your boats.

At no time in this article have I attempted to sell one boat in preference to another. This has been deliberate for I know of no one class boat, of a particular size that is popular in all areas of Canada. There are many good class boats of varying sizes available almost anywhere in Canada. Often a camp operator will be able to make his best deal locally. The soundest advice I can offer once again is ask an expert and shop wisely.

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A PRAYER FOR LEADERS

Lord of all learning and leaders,
At best we blunder along
While ours is the honour to forge
out ahead,
A daring and pioneer throng.

Too easily sure and contented
With successes of yesterdays,
While Youth has the untried Tomorrow
Calling to untrodden ways.

May all of our short-comings shame us
Till we learn to be humble and wise.
Ready as seers and as prophets
To lift up eager young eyes.

'Tis not our task to furnish the mind
But to fan a flame in the soul,
Sending them forth with a will and
a dream
To their high and potential goal.

Give us, O Lord of all leaders
A sense of our sacred task,
The equipment needed to face it
And a blessing, we humbly ask.

—Mary S. Edgar

Sermons

Under the Sun

Church Service—Wabanaki Boys' Camp—July 17, 1966

Assemble silently (at flagpole area)—summoned by troubadour—Paul Abbott

Song: "Lonesome Valley" (1st verse repeated) Paul Abbott

Leader: "Christ loved to walk in the beautiful outdoor world which His Father had created. There He found peace and solitude to hear His Father's voice and to talk with Him. There He often chose to teach so that those who listened would know by the beauty that God was real and wonderful. As a rabbi of Israel, He sought to teach His people." "Let us, this morning, now walk in God's great outdoors, and as we walk, let us think of those places where the Master walked. Let us imagine ourselves in another country, many miles away where He walked. Let us follow quietly: *In His Steps!*"

(Group walks silently to back beach led by troubadour singing Lonesome Valley.)

Assemble (on beach)

Scripture: Matt. 3:13-17—Allan Kaufman

Leader: "Christ was a man who knew how to be humble. He was not afraid to offer Himself for baptism—although as a man without sin He did not require it. John expressed surprise that He would come to be baptized. In fact He offered to exchange places.

How often we feel that people in high places or in authority should not be asked to do menial tasks. How often people in those positions feel that they are too good or too important to be bothered by little things or to soil their hands. Camp has positions like these. Perhaps we should ask ourselves if we are hiding behind them.

Do we as staff members use our positions for our own self-importance?

Do we count more heavily on our authority or do we try to win respect by showing respect. As campers do we demand that staff members cater to us almost like servants? Are there jobs we think are beneath us? Who is willing to trade places with the kitchen or General Service staffs for a day and to clean up our garbage and the kybos?"

Reading: One Solitary Life—Andrea Binkle

(Group walks to Fisherman's Rock, silently, led by troubadour singing Lonesome Valley)

Assemble (on Fisherman's Rock facing the water)

Scripture: Luke 5:1-10—Mike Woeller (while leader steps into boat anchored off shore)

Leader: "Jesus called on the disciples to be Fishers of Men and He calls on each of us to continue the task of helping others to know and understand His teachings.

In camp we do this by living as Christ-like a life as possible. Whether we are Catholic or Protestant or Jew; whether we are uncertain and doubtful about our religious feelings, we can still strive to live the kind of life He taught. To learn more of that life let us walk to another of His favourite spots—the hillside.

(Group follows troubadour to the high rock behind the chapel and sits.)

Hymn: Unto the Hills

Scripture: Matt. 5:1-11 (The Beatitudes)—Dave Martin (read from high rock behind group seated)

Leader: "Let us now seek that silence which He often sought in our camp Garden of Gethsemane—the chapel."

(Group moves down into chapel silently while troubadour sings.)

Scripture: Matt. 26:36-39—Murray Wiegand

Leader: "Let us now in this quiet place listen to hear the voice of God. In silent prayer and meditation and in humility let us ask for the strength to live this kind of life so that we might walk, while here in camp and after we return home—truly IN HIS STEPS!

Silent Prayer and Meditation

Poem: "Follow Me" (last three verses)—Dick Lawrence

Dismiss: (Leader invites group to leave silently during troubadour singing Lonesome Valley)

TIDBITS

by Bruno Morawetz, Ph.D.

FROM THE CANADIAN CAMPING CONFERENCE
Inn On The Park, Toronto, 1967

Returning from his first medical convention the fledgling physician was asked how he had enjoyed himself. "It was an excellent conference and, let me add, the girls I met were really terrific". As a successful middle aged practitioner his reply to the same question was: "It was a fine convention and the papers read were most interesting and stimulating". Just before his retirement he attended his last convention and his report was: "It was a great gathering of eminent men and what is best of all (leaning over to the person's ear) I had a bowel movement at the regular time each morning". It took the dyspeptic Epicurus to make the pronouncement that a good digestion is one of life's greatest goods.

To Aid the Body and Soul

There is nothing like a hearty belly laugh to ease the digestion and to aid the soul. Those delegates who were fortunate to squeeze into the Trillium Room to hear "The Humorous Side of Camping" have had the all-too-rare experience of a sustained belly laugh. (No wonder the mountain of goodies disappeared so quickly at the Exhibitors' Coffee Party which followed!) The Rev. David Hartry, President of the Nova Scotia Camping Association, held his audience for nearly one hour with yarns of varying veracity: the nudist party at his church camp with the delicate pieces of clothing left by the fugitives at the appearance of his clerical collar; the visit by the Bishop in the middle of a Japanese supper surprising the director with his pants up but a shirt bedecked with slimy spaghetti.

Little did the late Pope John realize what he had done when he opened the "Window" to the world. He could not have forseen that priests of the church would encourage their flock to finger the knees of the lady next to them under the pretext of doing an action song! It is no wonder that dumbfounded latecomers dropped their jaws at the sight that greeted them: a densely filled room of semi-hysterical, tittering, bellowing, guffawing, writhing, doubled-over camp people. For the sake of his missionary plans and the African natives it is hoped that Ed Sullivan will not discover Rev. Hartry before he leaves.

Packed with Substance

After three full days of meetings, sessions, panels, workshops, "Springboards" and "Feedbacks" the delegates were entitled to some comic relief. All day Wednesday the CCA Board met in solemn assembly and that night its deliberations were consummated by the Annual Meeting. The free flowing "After Taps" session helped to unwind some of the keyed up members and to wind up the low key ones.

By the afternoon of the next day the delegates were in a position to hear Dr. Hedley Dimock's keynote address on the Individual. From "Springboard No. 1" Dr. Dimock lectured to camp directors urging them to change from repressive to participative methods of programming. In the "Feedback" sessions the directors "participated" by getting back at him.

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Adele Ebbs
President, Ontario Camping Association

AMONG

Adele Ebbs began her camping career as a very young infant. She has continued it ever since. Her mother and her father, the late Taylor Statten who was Director of the Y.M.C.A. camp on Lake Couchiching, took Adele to camp with them when she was a few weeks old. Hence the nickname, "Couchie". The summer included a canoe trip; it is not recorded that Adele did any of the paddling, but for those who know her it does not seem impossible.

During the following summers, Couchie was at camp wherever her father was Director. In 1921 he started Ahmek, a private camp for boys in Algonquin Park. Couchie was the only girl camper. In 1924 Taylor Statten opened a sister camp, Wapomeo, for girls. Rumour has it that his primary purpose was to provide an appropriate camping environment for Couchie! Since then she has been at Camp Wapomeo as camper, counsellor, assistant director to her mother, and now as director.

Couchie was a pioneer in canoe tripping. Her uncle, Wallace Forgie, took her on her first big canoe trip through Temagami when she was ten years old. Since then, she has canoed through almost all of Algonquin Park. In fact, in 1926 she and a party of Wapomeo campers visited Glen Bernard outside the northwest boundary of the Park and paddled the long, difficult route back to Canoe Lake. This was probably the first inter-camp visit by canoe—at least for girls. Last summer she visited Quetico to see how a trip of her campers was faring.

Couchie is a bit of a waterfowl. She loves and also excels in swimming, paddling, sailing, fishing and driving a variety of somewhat eccentric motor powered boats through the waterways of the Canoe Lake region. She also has deep interest in wildlife and nature and most of all in human beings who compose her staff and campers.

Despite this continual career in camping, Mrs. Ebbs has had time for many other activities and interests. She attended Brown School and later the Bishop Strachan School where she was on hockey, lacrosse, basketball teams; she also

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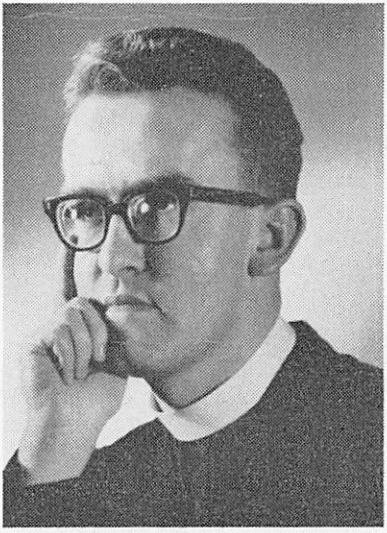
OURSELVES



David R. Hartry
President, Nova Scotia Camping Association

The Reverend David Hartry or "Father Dave" as he is affectionately called by the many campers who have come under his influence, has been in the camping business one way or another for more than half of his 29 years. He is, at present, the director of St. Anne's Anglican Youth Camp in western Nova Scotia.

Born in Halifax, Nova Scotia, Mr. Hartry received his early education in the Halifax City Schools. After high school he attended the Nova Scotia College of Art, Halifax, and the Montreal Museum of Fine Arts, receiving his degree of Bachelor of Fine Arts and a Diploma in Art Education.

Following graduation, and before he decided to enter the ministry, Mr. Hartry was employed with the Halifax Y.M.C.A. where he worked full-time with Hi-Y and Boys' Clubs. Being very interested in youth work, Mr. Hartry also spent much time with the young people in his home parish of the Cathedral Church of All Saints, Halifax, and with the youth in the camping field.

After a year's youth work, Mr. Hartry attended the University of King's College and, after graduating in Theology, was appointed to the parish of Round Hill, Annapolis County in western Nova Scotia. This same year, 1964, he married Janet Sinclair, also of Halifax who is a school teacher and a former camp director.

Mr. Hartry began his camping career at a tender age as a camper at Camp Sunshine, Halifax County. In his teen-age years he was a Counsellor In Training and Counsellor at Big Cove Camp (Halifax Y.M.C.A.) and later served for three years as Craft Director and Senior Staff Member at the same camp. In 1961 he directed his first camp in Grimshaw, Alberta, with the Missionary Department of the Anglican Church of Canada. The following year he was appointed the camp director of the Anglican Youth Camp, Halifax County, one of the largest camps in Nova Scotia. He held this position for three years and it was during this time that he was ordained Deacon in the Anglican Church of Canada.

An active member of the Nova Scotia Camping Association, Mr. Hartry has held several executive positions. He has been Secretary, Editor of the

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was a special gymnast and, by way of contrast, sang alto in the school choir. Finally, she became school captain. During the moments she was not busy with sports at the University of Toronto, she took courses in the Faculty of Arts and Physical Education. After obtaining her B.A., she became a teacher at Oakwood Collegiate.

In 1935 she married Dr. J. Harry Ebbs. Harry was an Ahmek old boy and also coach of the Varsity Women's hockey team. They have three children, campers all; Barbara, Susan (Hayhurst), and John. They also have a very important grandchild, Cindy, who is the first to represent the fourth generation at the Taylor Statten camps.

Adele and Harry, while deeply Ontario campers, are not Ontario-bound. For four years after their marriage, they lived in Birmingham, England, where Dr. Ebbs was with the Children's Hospital. Adele returned each summer to Wapomeo. In 1938, they settled in Toronto where Dr. Ebbs has been with the Hospital for Sick Children and for ten years was Director of the School of Physical and Health Education at the University of Toronto. They have travelled a great deal to the British Isles, Scandinavia, Switzerland, Italy, Greece, all parts of the Caribbean and, of course, through the United States and Canada. Last year they visited Camp Tonekela in India, organized by Couchie's Uncle Wallace Forgie, and also both Japan and Malaya on medical missions.

Adele has been a pillar of the camping associations. She belongs to the A.C.A. and has participated in many of its conventions; she has served as committee chairman and member of the Board of the Ontario Camping Association for many years, and has been a speaker at camping conferences and a spokesman for camping at many other organizations. She is now the dynamic, delightful down-to-earth President of the Ontario Camping Association. Her career, beginning with her canoe trip in infancy, has prepared her for it. She might well be known as, "Mrs. Ontario Camper".

Mary L. Northway

from page 89

Newsletter, Conference Chairman, Vice-President and, for the past two years, President of the N.S.C.A. At present he is a Vice-President of the Canadian Camping Association and has attended two annual meetings in Vancouver and plans to attend the 1967 meetings in Toronto.

At the Friday evening session of this year's Camping Conference, Mr. Hartry spoke on "The Humorous Side of Camping". Undoubtedly there is humour in many camping situations, but Mr. Hartry's rare skill as a raconteur, his rare gift of mimicry and perfect timing made even the slightest incident he described come alive. The Trillium Room at the Inn on the Park rang and the audience rocked with laughter; David Hartry will long be remembered for his inimitable wit and irrepressible gaiety.

Mr. Hartry is usually up to his neck in church work, a more than full-time job, but in his idle moments he likes to spend time on his favourite hobby and second profession—drawing and painting.

by Madge K. Mitchele

ARCHERY IN THE CAMP PROGRAM

Fit the Programme to the Child—one of the first and most frequent words that come from a child's mouth, when he has started to reason, is "Why"? And so, if we are concerned with the child's, and the camp activity, let us say, *Why—Archery?*

The answer to this question is amazingly simple, and can be reduced to seven points:

1. Archery is is one of the most ancient pursuits of man, from the standpoint of food and defence, and one of the most modern sports, from the standpoint of modern engineering design in equipment used. Therefore, for colour and romance and *general interest,* it appeals to children and adults alike.
2. Archery is a truly *healthful* sport. It exercises finger, wrist, arm, shoulder, chest, stomach and leg muscles to an amazing degree. It does for the archer what rowing used to do for the male form, takes inches off the waist line and puts them on the chest. Think of the advantage to the opposite sex when this marvelous transferrence occurs!
3. Archery is a remarkably *safe* sport. The secret of this is that a bow cannot be "loaded" unknown to the archer. It is still just a piece of fiberglass with a dacron bow-string until the arrow is drawn. With any intelligence in Archery Range lay-out, its clear accident record should continue indefinitely.
4. Archery is a sport for *all ages* and *both sexes.* From the six year old to the sixty year old it can offer the same appeal.
5. Archery can be *competitive* or *non-competitive,* according to the need of the camper and the programme.
6. Archery is an extremely *inexpensive* sport from the standpoint of dollars spent to numbers participating.
7. Archery takes a minimum of trained staff and a minimum of set-up. In keeping with the theme of the Conference, please note that the benefits of the sport to Campers were covered by the first five points, the benefits to the Camp Owners and Directors by the last two points.

Qualifications

Let us now say that we have made our point as to "Why Archery"? The next important angle is "How"? The single most important factor in the success of the Archery Programme is the "Instructor". This person must *not* be the Councillor left over after every other sport and activity at camp has been taken care of. Good old "Bill" or "Mary" are conscientious and really like kids, but are not necessarily going to be able to make a howling success of the Archery Programme, since he or she will, most likely, string the bows inside out the first day and end up with a pretty sorry bunch of pseudo-archers. Archery Counsellors can make or break the archery programme, so they must know what they are doing.

Over a period of twenty five years, no anxious archery "instructor-to-be" has contacted our firm without the offer of an afternoon or evening of instruction and advice on equipment, teaching and planning of a summer's instructional programme. We wish to keep this offer open indefinitely.

And what is the information we would pass on to the instructor to assure them of a successful summer?

Some Guidance

1. The location of the *Archery Range* must be attractive. Too often the stubble field, away from water, trees and other human beings is alloted to archery, and instructor and group slowly bake from hour to hour, day to day, week to week, until, as in one camp, the Archery Range was known as "Sahara". Even though the targets are out in the open, for sake of safety of humans and equipment, the shooting line should be in the shade. A "Target-House" or equipment storage building at a close distance to the range is a must. The layout of storage within this shed is important for easy set up and storage. If the tackle must be carried some distance and the luncheon bell is about to go, the deterioration of the equipment is noticeable from day to day.

2. *The emphasis on Fun* must ever be present. Correct care and use of the equipment is essential, and instruction aimed at proficiency is essential also, but the fun factor must never be lost. If by the end of the summer the camper has caught the Archery-Bug, and wishes to go on with the sport it has been worthwhile. If a few campers have won proficiency badges, but many are bored or frustrated, it certainly has not been a successful programme.

3. The camper who is only mediocre in many activities may find his niche in archery. This is one sport where the protoype athlete is not necessarily the top archer, and this is good. There are groups of paraplegics shooting from wheel chairs, who are top archers; there are groups occupied in Physio-Therapy who become proficient, but do not underestimate it as a sport. To shoot in National Competition for seven hours a day, for 5 or 6 days in a week cannot be attempted by the weakling.

4. There are many pitfalls in planning an Archery Programme. The *greatest pitfall* for the Archery Programme is *"Monotony"*. Vary the type of shooting from day to day, so that every day has its own surprise:
   (a) novelty shoots — shooting at paper plates fastened to target, each plate with different score; have groups design novelty target on sheets of paper in craft shop, leaf shoots, tree shoots, checker board shoots, etc. etc.
   (b) Field shoots, vary position, distance, number of arrows, style of shooting, i.e. standing, sitting, kneeling, trick — (watch safety angle), etc.
   (c) Some sort of proficiency patch, tassle, crest, leather arrow heads, etc. if in keeping with camp philosophy. The *next pitfall* is allowing campers to shoot before good safety principles on shooting and care of equipment have been taught. The *third great pitfall* is starting the classes at too great a distance from the target, so that they continuously miss, lose arrows and spend most of the period looking for them. Another great mistake often made is in not having a definite routine of "set-up" and "putting away" of equipment so that this chore does not all fall on the shoulders of one or two. A last and very common failing is to hope that the equipment, left over from one season will be quite adequate to start the next. If the bows are without strings, no arrows seem to match, many are without feathers, target faces for scoring are non-existent, the programme gets off to a miser-

able start. Each of these details seem simple common sense, but can add up to many headaches over a period of two months.

5. Choice of Equipment:

(a) *Target and Stand*—For the sake of efficient scoring, life of arrows, safety and general appearance of the archery range, a regulation Marsh Grass or "Precision Pak" target should be used. These targets are placed upon a tripod stand. The targets and stands can be removed and stored, against rain and thus their life will be vastly extended, and a saving in equipment costs effected. Baled straw or hay, when a well constructed framework is used can prove feasible, but often becomes soft, allowing "pass-through" before the end of the camping season.

(b) *Faces*—purchase full size faces for your target size and also smaller ones for variety.

(c) *Backstops*—A new Nylon Mesh Curtain known as Arrowmesh®, has revolutionized indoor shooting. Since Nylon is affected by Ultra-Violet rays, it will deteriorate after some time in direct sun light. Some Directors feel that it is still a worthwhile expenditure as it saves arrows and eliminates time spent looking for lost arrows.

(d) *Bows*—for Junior Archers—5 to 10 years old, a fiberglas bow, straight limb, approximately 54" in length, pulling weight 15 to 20 lbs., for Intermediate ages—11 to 15 years, a fiberglas bow, straight limb, approximately 60" long, pulling weight 20 to 30 lbs. is practical. For more serious shooting in a 16 year and over group a full length adult fiberglas bow, approximately 64" in length, pulling weight 28 to 40 lbs. is best. Recurved bows are attractive, but not necessary in a camp programme. The weight, or pull on the bow should be kept light. Good technique is developed only when the archer can control the bow.

(e) *Arrows*—a Practice arrow, with plastic nock, target point, target size feathers and colour bands to distinguish the arrow when scoring is necessary. Arrows should be bought in 26" and 28" lengths. Broken arrows can be repaired and then you automatically have a supply of short arrows. Too short an arrow is dangerous, as the archer may "over draw" wedging the point behind the bow. When the string is released, the arrow breaks, and one piece flies backwards.

(f) *Armguards,* Gloves, Shooting Tabs, Bow Strings—It is only logical that there should be sufficient guards, gloves etc. to take care of the maximum number of bows being used at one time. Additional accessories greatly speed the process of instructions. A bow is only useable when the correct length of bow string is on hand. There should be extra strings on hand at all times.

(f) As a complete article could be written on Archery Tackle alone, it should be sufficient to say that extra points, nocks, feathers and jigs for applying of same, keep the equipment in good condition. Often the camper who seems to be disinterested in most activities, can find his niche as curator and repairman for the Archery Equipment.

6. *Teaching Tips:* Start the "would be" archer with a chalk talk on equipment and its care. They must learn

to string a bow before shooting it, know not to snap the string without an arrow on to absorb the energy. When all this initial instruction is passed on, then start the actual shooting. More instructors spoil their whole summer's work by starting the campers at too great a distance, than any other way. If necessary, stand the new archer at only 5 yards from the target, so that each arrow will find its mark. This is especially true if the correct use of a sight is taught. Gradually move the archer back. Psychologically, they are not "smart" if they hit the target, but awfully "poor" if they miss it. This will help them become good archers from the very beginning, and guards against frustration and loss of interest. Scoring should be practical, rather than shooting hundreds of arrows without knowing accurately if archers are improving or otherwise.

Probably there are dozens of questions that come to the mind of the reader. I hope he or she will feel free to write to me for further information or clarification of statements in this article.

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Mrs. R. John Mitchele has been actively connected with the family business "Archery Craft Co. Ltd.", Toronto, for twenty-seven years and is at the present time the Sales Manager. She has held Ontario. Canadian and International Championship records for many years in "Target", "Field", "Clout" and "Flight". Mrs. Mitchele has also been actively connected with Archery instructions in Camps, Recreation Centres and Universities.

WHITE BIRCHES

by Catherine Van Wagner, 1966

Now, in October, leaves of shimmering gold
against the blue of sky and lake
Almost cry out, "These are our days
of greatest beauty, in splendor dressed".

And yet, the winter birches, pale against the spruce,
stand serene and pure on blue shadowed snowy hill,
Their branches etched against the wintry sky, and on my memory
until winter comes again.

As April sun and showers free
the prisoned pale green, tender leaves,
I look with joy on Nature's miracle once more.
What can be lovelier than birches in the Spring?

Vireos and robins nest
mid full blown green of May and June.
Summer sun and moonlight glint through the rustling leaves,
dappling the creamy bark.

With graceful bend and sway,
they meet the stormy wind's attack.
Their pliant strength withstanding Nature's harsher mood.

Summer, Autumn, Winter, Spring,
no matter when I look,
My senses lift, my eyes fill with delight
to see white birches stand in beauty.

DRAMA in Camp

by Marni Jackson

Too often at camp, drama becomes a rainy-day activity, or a time-filler between sports, instead of the enjoyable and really useful experience it can be. If drama is merely "something to keep them busy" between sailing and hikes, the person in charge could be guilty of any of the following mistakes: underestimating the campers—children are enthusiastic actors if they are interested in what they are doing, but to resurrect dismal skits from the 1938 Campfire Book is an insult to their imagination; approaching the job unrealistically—this is what happens when a leader comes to camp with visions of staging **Richard II**, and is piqued when the director vetoes rented costumes, or the children don't do justice to the verse. A young person's natural talent is best brought out in a simple play involving their own experiences. The result is pretty unexciting by Broadway standards, but if the leader aims at flawless theatre, he'll soon be as discouraged as the campers; restricting drama to the camp stage, or one "major production"—other opportunities for drama may be lost in frantic preparation for the end-of-season spectacular.

Brought to Life

For example, church service and morning watch can be brought to life by putting the message into a dialogue performed by campers. A lesson dramatized is fun to do and watch, as well as instructive. And campfires need not be dominated by last year's skits . . . draw on incidents in camp (which always assume catastrophic proportions), and make them material for songs or spoofs. The drawn-out, unoriginal one-liners that return summer after summer to haunt Skit-nights are not nearly as hilarious as campers presenting a fashion show featuring What the Well-Heeled Staff Member is Wearing. Or a gripping re-enactment of the night when Cabin Five was terrorized by three grizzlies (i.e. one raccoon). Often these skits deal with trivial incidents or temporary in-jokes, but campers become wonderful hams and natural actors, when they are presenting something they are familiar with, something unique to their time at camp and the experiences they shared there.

A Few Examples

These suggestions are all rather vague: perhaps a few examples from my first experience as "director" (emergency prompter, usher, set-painter and curtain-puller) would be more illustrative. In previous years, our camp had staged popular musicals. These were drastically simplified, of course, and everyone overlooked the fact that this year's Sound of Music costumes were last year's Oklahoma wardrobe, which were . . . etc. etc. Through the efforts of a particularly inspired stage manager, one year Mary Poppins floated up into the rec hall rafters, right on cue. However, I thought something original, about camp, would be less formidable to stage, and more suited to the actors.

The result was not exactly My Fair Lady: "The Diary of a Camper" ("A Funny Thng Happened on the Way to the Back Dock") simply synopsized the adventures of a camper's first summer, moving from her reluctance to come at all, to (a little propaganda) her reluctance to leave. Her diary, suspiciously human despite the cardboard jacket, fulfilled the function of narrator, as well as being the voice of conscience and confidant to its owner. The rest of the cast, all between nine and thirteen years old, gleefully assumed the roles of notorious staff members, the "senior kids", and occasionally played themselves as they presented a cross-section of camp life to the newcomer. We took songs popular with the cast and changed the lyrics to suit the situations. It was a little depressing when the campers, with an amazing capacity for affectionate satire, improved upon my attempts, but I quickly learned that what I had written was only the starting point . . . because the campers were acting out events they had seen or experienced, they elaborated, ad libbed with abandon, and created something quite their own. Next time, I am simply going to suggest an idea and take dictation. The leader with a preconceived idea of what he wants, who refuses to let the campers determine the shape, underrates the imagination of children and loses many valuable suggestions.

This is not to imply that every rehearsal is inspired improvisation. Leads frequently contract poison ivy, disappear on canoe trips, or the heroine refuses to go on without her gum. I soon became calculatingly practical: the long moving speech in Act II has the character absentmindedly riffling through a comic book . . . in which his lines are taped, just in case. A scavenger hunt of the camp produced all the costumes. Sets, which in previous summers had involved elaborate murals which lost their effect at any distance, were minimal (I reminded them it was Stratford's policy . . .). There was one basic back-drop suggesting a general outdoors scene, and specific changes of location were accomplished by "tabbing on" cabins, sailboats, and recognizable landmarks of the camp. These were separately painted and cut out, with tabs on the back; slits were made in the appropriate spots on the set, and by adding or subtracting them, the particular area for each scene was designated. I wondered how to solve the indoors scenes, until I noticed that the back of the stage itself looked exactly like the inside of a cabin—we hung a lantern on a wire dropped from the rafters, added a few sleeping bags, and that was that. When we switched again to an outdoors scene, the original set was replaced.

A Challenge

Unless your camp has an unlimited budget, you'll find the materials you must cope with more of a challenge than the fledgling actors. If you find the lighting a little limited, make up for it by being as sensational as possible . . . black-outs never lose their effect, and having the cast begin a scene in complete darkness, with flashlights or candles may be a theatrical cliché, but not for the campers. At one point in our play, I wanted a spotlight; a staff member obliged by shining the high-powered boat-light from the side of the audience! Our set, functional as I thought it was, accidentally provided the best moments of humour. Since it consisted of shelfpaper, painstakingly scotch-taped together, we treated it gently. But, despite our efforts, it began to rip away from the suspending rope as we set up for the last scene. In a gesture of genuine dedication to the theatre, our out-trip director (who was in the wings quelling stage-fright and supervising props)

teetered on a ledge and held up the set throughout the last scene . . . with only his fingers visible over the top. A floodlight placed behind the set for a special silhouette effect threatened every minute to scorch him, but the show went on.

Moral—if you haven't a sense of humor, cultivate one. I was pleasantly surprised to discover our camp owned a make-up kit, but when we came to use it, we found instructions on how to simulate wounds for first-aid tests, with all the grisly ingredients provided. However, make-up is only necessary in so far as it is a morale-booster. In lieu of this, the campers can fashion beards or wigs, if only from the kitchen mop or crepe paper.

And if there are no drama facilities in camp? Pick a suitable spot outside, forget any attempt at realism, and make people into props. If it's not quite clear who is a tree and who is a table, the campers can make signs—the comic effect of opening and closing a human door (labelled "door") — makes up for whatever artistic standards you may have to sacrifice.

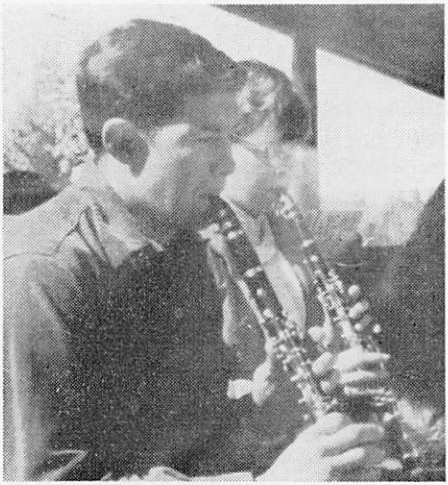
It is tempting to rely upon the "naturals", who can do every part, and frequently want to. But the shy, tongue-tide chorus member is often the most dependable; to him, one line is as important as a soliloquy, and he attacks it like another Laurence Olivier, despite his cries of despair right up until curtain-time. I still remember forgettable lines such as "I wonder where she is?" delivered with intensity and perfect, pear-shaped vowels—the one big moment for some camper in the chorus. Even if it means chopping up speeches, distribute the lines throughout the cast, in order that no one is left out, or has too many lines to learn. Also (on the practical side again), I found that when I assigned even one line to a camper, the small responsibility improved his performance throughout the whole play, if only to make him a more spirited crowd member.

Not everyone has to be on stage. Children who want to be involved, but who don't care to perform, become very serious about poster-making, ticket-selling, and set-painting if you emphasize how important all these things are to the production. You'll end up with a backstage choked with unnecessary prop-assistants and prompters, but they'll all have fun, and feel they have contributed.

Some people may argue this has no place in camp life — after Little Theatre, there will be creative writing courses and sculpture classes, and who will be getting back to nature? But you only have to see a skit to realize what potential children and the camp environment hold for drama, and how much more attention it deserves. Not because there "should" be drama in camp, but because children make wonderful actors, and acting often does wonderful things for children.

—●

Marni Jackson is twenty years old, lives in Burlington and is in her third year Honours English Language and Literature at the University of Toronto. During her college days she has acted in campus productions and next year hopes to direct a play. For two summers, Miss Jackson studied drama at the Banff School of Fine Arts and hopes to apprentice in summer stock on the east coast this summer. She has been a regular or "visiting" member for five years at Camp Wabanaki on Georgian Bay.



CAMP MANITOU

by Doug McEwen,
Director of Camping,
Y.M.C.A. of Greater Winnipeg
President, Canadian Camping Association

Because of a joint venture and partnership of six Winnipeg service clubs and the Y.M.C.A. of Greater Winnipeg, an exciting new camp programme is being developed. Ever since the late 1930's when the Rotary, Kiwanis, Lions, Kinsmen, Optimist and Cosmopolitan Clubs and the Winnipeg Y.M.C.A. incorporated themselves to own and operate a resident boys' camp, a friendly co-operative spirit has been generated in camping programmes for children.

A Day Camp Project

By 1962 the need for a resident camp for underprivileged boys had rapidly diminished. A number of local agencies who had referred boys began to develop camps of their own. The seven groups were faced with a problem. They had a campsite called Camp Manitou that was conveniently located on a pleasantly wooded site, on the Assiniboine River, complete with dining hall, cabins and a swimming pool and only fourteen miles from the center of Winnipeg but without a ready source of campers. For some months consideration was given to selling the site and liquidating the assets until a proposal was made to use the site as a day camp center. The Winnipeg Y.M.C.A. consisting of five branches each operating day camp programmes at different centers, pressed for the opportunity. Permission was granted but some concern was expressed that a desire to provide camping opportunities for underprivileged children might be forgotten. It was suggested that a study should be undertaken to examine other ways in which the camp might be used.

In 1963 four branches of the Y.M.C.A. operated day camp programmes making use of the site. Service clubs provided funds for the maintenance of facilities and the hiring of a "superintendent" of the camp to oversee its use and make sure that maintenance functions were carried on. No rental fees were levied on these day camp groups and so their only costs were for programme, leadership and transportation. During that summer the number of children who used the site jumped to 646 from 123 in 1961 when the camp had been used for resident camping. In addition, churches, Scouts and Guides, fraternal organizations and other Y.M.C.A. groups were invited to use the camp for camp-outs, weiner roasts and even winter camping during the prairie January period. Some 808 persons responded in that first year and the number of persons has doubled since that time to a point where an estimated 1600 people used this former camp site for camping or outdoor activity in 1966. And that's in addition to day camp programmes which now total over 7000 camper days!

Another interesting fact emerged. In 1960, during the life of resident camping, camperships had been given to 79 boys but in the years since the day

camping programme began, there have always been more than 200 boys and girls assisted by means of cost subsidies to participate in a camping programme.

In The Partnership

The service clubs in the partnership did much more than simply provide funds to maintain the site. An extensive study was undertaken which resulted in two major recommendations. The first recommendation has been accepted and acted upon. This involved the development of the camp as a permanent day camp center adding facilities valued at $30,000. Each group involved in ownership including the Y.M.C.A., put up a share of the funds required. A second swimming pool for instructional purposes, a dock for canoeing and several buildings are now tangible evidence of this development.

A second recommendation which suggests the development of a year-round conference center for youth, on the same property but not hampering its use as a camp site, is being considered and estimates of initial costs run to approximately $300,000.

There is a uniqueness to all of this—not because a resident camp ceased to exist — that happens with unfortunate regularity. But because the development of a day camp park and conference center is a joint venture of a large number of business men who have not lost sight of the values of camping as a character devopment programme and who have, by their own resources, set out to meet the changing needs in camping with an enthusiasm which is an encouragement to us all.

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from page 87

The full gamut of camping topics found expression on Thursday and Friday: Adventure Camping, the Camp Doctor, Decentralized Camping, Day Camping, Religious Oriented Camping, the "Different" Child, Staff Training, the Art of Interviewing, Inspirational Thoughts, Budgeting, Eating from Paper and saving dollars "Mainly because of the Meat."

Saturday is traditionally Counsellors' day. They arrived early, all scrubbed and tubbed for a day at the fashionable "Inn on the Park". Many were greeted by their proud camp directors, each convinced that his counsellors were the best. Beribboned officials directed them to the desk where orange or blue name tags were issued. All sessions were repeated twice first for the blue audience and then for the orange one. Saturday sessions were geared to the varying interests of counsellors and staff and ranged widely: nature, puppetry, archery, swimming, tripping, riding, dramatics, singing, inspiration, leadership, programme planning, special and evening programmes. The effect on the counsellor is great. He is stimulated, he learns new skills (orienteering and crafts were all-day sessions) he starts to think about his work early and more than anything, he senses that he belongs to the wide and growing fellowship of the finest young people of our aged country.

Let Them Know

The effect of the Conference on the senior staff and the directors is quite similar. The road to the sumptuous meeting rooms of the "Inn" has been a long one. Gone are the creaky stairs leading to the dusty institutional green walls of the downtown YWCA and YMCA where in the post war years the OCA was fortunate to obtain shelter for its conferences. The Convention bore witness that camping has "ar-

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A CAMP
for Problem Campers

by Skip Lumley

Frontier Forest Camp provides diagnosis and treatment for emotionally disturbed boys.

Frontier provides a service to the community of a kind distinct from the organized camping movement. The constituents of a camping experience, as a boy would understand them, are out-door activities and a peer group in which to mingle. On these, most boys can build substantially and achieve a greater degree of responsibility and independence.

Camps provide the opportunities for using and enhancing physical and social skills, but their success is dependent on an adequate amount of sociability and physical adeptness as part of the camper's original equipment. With a normal amount of direction and supervision a normal boy will easily perfect his level of both skills.

Without Skills

Problem campers are boys who come to camp without these skills, or without enough of them. Also, they have needs which a camp can't usually provide. Imagine twenty twelve year olds with an emotional level of two year olds set loose on your site. You can easily see that most camps are not designed for emotionally disturbed boys.

At Frontier Forest Camp the setting, the games and the activities are only accessories to the functions of diagnosis and treatment of each boy's unhealthy emotional life. The site and the programme are not provided primarily for the obvious reasons, but they serve to remove the camper from his home environment and thus they provide an opportunity for close observation.

The focus in Frontier's programme is on what is often called the third dimension of camping—the interaction between camper and camper, and camper and staff. Such a situation is needed to study and to remedy a boy's problem and to construct a long range plan to help him.

Location

The camp is located on Bulpit Lake, one mile from Hermon, Ontario, along an almost impassable trail, fondly called the Frontier-Hermon Freeway. Hermon is about fifteen miles from Bancroft, north of the Kawartha Lakes District.

With emotionally disturbed boys, complete isolation is important. Fortunately no one else lives on the lake.

The boys are housed in five bell tents ranged along the north shore of the lake, with one overnight tent perched on the top of a nearby hill. The infirmary is on the opposite side, while the new lodge and craft house, as well as the Plaza Villa Red Shacks (staff quarters) occupy the east end.

The camp owns a canoe and three rowboats, some bows and arrows, lots of rope, a pony and a mule and a dying five ton truck called "Supersquash" in which the boys go on truckatours.

Until 1966 Frontier operated two, 2 week camps in August for twenty boys each and the staff-camper ratio has always been maintained at one to one.

There are a few wistful wishes each year for more facilities and more camp periods, but it should be remembered that in the case of facilities, simplicity is the better part of treatment. The boys do not find the programme lacking, rather, they appreciate the lack of confusion and the absence of excitement provoking distractions. The one exception is the annual visit of the friendly farmer who brings his powerboat and water skiis.

Life in the city brings to these boys a daily myriad of unstructured opportunities, while at camp there are five highly structured programme areas—ponies, crafts, archery, swimming and watercrafts. This allows both boys and staff to see interpersonal issues more clearly and to deal with them more consistently.

I remember one rather articulate 12 year old telling me one morning, during a rare truce with adult world, "It's kind of boring here". When I asked him whether he liked being bored, he said, "Well . . . " and smiled. I think he meant that he would rather be bored than continually anxious. And I don't think he was really bored.

Personnel

For staff members a two-week session is a trying and tiring time. The boys are demanding, sometimes dangerous and always excrutiatingly frustrating in their open or disguised hostility toward adults.

The boys were referred to camp by various institutions: Metro Toronto Juvenile Court, private and other agencies and through Glen Brubacker, a probation officer and the founder and part time director of Frontier.

For the past five years, which covers the life span of the camp, one treatment agency has had a particularly close association with Frontier. It has supplied trained child care personnel, nearly a dozen campers and this clinic has done much of the preliminary screening.

It should be pointed out that Frontier is embarking on a new format in 1967. This will mean agency contacts on the board of directors level and a policy of drawing both staff and campers from downtown Toronto churches.

The boys I have worked with are tremendously challenging, their problems range from violent aggression, through feminine identification to a behaviour of complete withdrawal. I consider it axiomatic that apart from such physical disorders as brain damage, all disturbed children come from openly chaotic or subtly destructive homes. In some backgrounds alcoholism, drug addiction or prostitution are present; in others material wealth and seemingly acceptable values have failed to protect the boys from their parents' severe disturbances. They come to Frontier because they were born into this home and not into that one.

Treatment

The beginning and end of all treatment at Frontier has always revolved around two things: structure and control. Structure appears in the aforementioned five, closely supervised activities. Each tent group attends two of these in rotation each morning. In the afternoons there are such group activities as games, hikes, truckathons and everyone, including the cook, goes along. Routines are, of course, the very essence of structure: morning wash, tent clean-up after breakfast, site improvement, rest hour, just to mention a few.

All camps use these features, but probably without emphasis on their therapeutic effects. At Frontier a boy must perform routines and behave appropriately. The concept of control is carried into practice by the absolute refusal of the staff member to accept any form of inappropriate behaviour. The hope is that the boy himself will feel secure enough also to reject it and to express his needs for attention and his desire for security in more acceptable ways. In short, if Freddy refuses to wash, Freddie can't come to breakfast and should he appear he will be removed. His activity is broken off at the point at which he departs from what is expected of him. He may have

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Your Library Shelf

The postman has just delivered a parcel containing five attractive—and timely — paper backs, all related to camping. Although we've grouped them under "Your Library Shelf", we might even more appropriately have said "For Your Pocket" because that's just how compact they are both in size and content.

"**Canoeing for Beginners**" by Ronald H. Perry, Price $1.10 was reviewed in the February issue of "Canadian Camping" but here are our observations on the other four.

"**Good Times Around the Campfire**" by LaRue A. Thurston begins by pointing out that the programme around the camp fire is more than a recreational activity—it is a recreative, deeply enriching experience. He then goes on to describe camp fire programmes suitable for every age of camper and all types of camps. In 128 pages and eight chapters you get some excellent leads for ceremonies, games, music, noisy games, stories all around the camp fire. Price $1.10

Maybee because it is Centennial Year, it seems as if interest in our first Canadians has increasingly expanded. After all, our fellow Canadians, the Indians, were the very first campers in this country. "**Indian Crafts for Campers**" by Oscar E. Norbeck is enhanced in interest by its numerous and excellent illustrations. This book describes in condensed form the clothing and costumes, communication and record keeping, in fact the Indian's whole way of life. And the author tells you how you can get your campers involved in such fascinating projects as making an Indian drum, moulding pottery, weaving, making Indian cooking gadgets for roasting, broiling and frying—all this for just $1.10.

Until recently most people thought of camping as purely a summer time experience. But more and more the fascination and feasibility of its winter time possibilities are emerging. That's what "**Fun in Winter Camping**" by Harry D. Edgren and Gunner A. Peterson is all about. And why not use your camp to its full potential? The opening chapters provide practical advice on the kind of accommodation and clothing required, the need for the leader to evaluate and prepare for certain hazards. Three chapters cover modes of transportation, winter sports, games, activities, equipment. The final chapter indicates the kind of outdoor winter hobbies which will bring not only great pleasure but develop worth while skills and knowledge. Ho hum, why go south to the sun for a holiday? Why not north to sparkling snow and the stimulation of sharp, clear air. Price—you guessed it—$1.10.

"**Handbook of Trail and Wilderness Camping**" by John A. Ledlie, deals, as the title indicates, with mobile camping. It, too, is a down to earth, concise guide for anyone who is seriously thinking about this increasingly popular kind of camping. With the Centennial Journey absorbing our interest, we think this book might well have considerable appeal. True, some of us won't be actively participating in this once in a lifetime experience but undoubtedly it will provide the stimulus for future treks of similar nature if of lesser dimensions. So, read about the kind of equipment you'll need, the shelter you'll require, the clothes you should have. Then, of course, there's food and health and sanitation and emergency situations. But why go on? For $1.10 you can get all the basic information you require and an urge—we think—to get trailing.

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GOOD TIMES AROUND THE CAMPFIRE—*LaRue Thurston.* Provides all the activity elements needed for successful and memorable campfire programs.

THE HANDBOOK OF TRAIL AND WILDERNESS CAMPING — *John A. Ledlie.* Presents a clear, complete, well-illustrated guide for 3-to-10-day camping trips.

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A Camp Director's Diary

One of our over-zealous kitchen boys shot a skunk at camp, and placed the perfumed body in the garbage bin. After breakfast Sue, age six, suggested to Mary, age seven: "Somebody should take it and throw it down the road somewhere". Said Mary, the compassionate one: "Well, you wouldn't like it if you were dead and somebody took you and threw you down the road somewhere, would you?" "Oh, yes I would," replied Sue, "I'd want somebody to bury me . . . quick!"

From the Provinces

An Oscar to the Alberta Camping Association and the Manitoba C.A. since they are the first two provincial associations to respond to an Editorial questionnaire seeking information on the kind of articles you—our readers—would like to see in "Canadian Camping".

Here are some of the suggestions they offered: what contribution can camping make to the broad field of outdoor education?; technical articles such as water front development, camp site development, craft projects.

How to evaluate a programme and its impact on the camper.

Day Camping Across Canada; Camp Management Tips; Ideas for camp programme.

What do you think of those suggestions and please may we hear from the other provinces soon?

from page 99

TIDBITS

rived". Delegates from the other provinces were distinguished by the green stars on their name tags. They helped to remind us of the ubiquity of the camping community and they conferred on the gathering a national character.

As every other conference, this year's was by far the best. The Committee deserves the gratitude, not only of those present but of those who will wisely invest three dollars in that encyclopedia of camping appropriately known as the "Digest".

Now that the camping movement has proven its worth to itself, it remains to broaden its scope by setting a ceremonial (?centennial?) fire under the other Canadians and to let them know the contributions that it is making to the lives of thousands of future Prime Ministers.

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from page 101

PROBLEM CAMPERS

to sit still until he is willing to comply. At that point he picks up where he left off. Obviously, this may involve a physical struggle, particularly during the first few days when every boy is testing to see if the staff really mean what they say.

Unfortunately, structure and control are not enough for a boy's long-term treatment programme. The camp's wider function is to ascertain what else is necessary and to direct him to this. Consequently, each day, every staff member writes a log on the boys he has been involved with, which is usually the total number of twenty. These logs, together with the summary comments of the more highly trained observers on staff, are sent to the referring agent. It must be understood that not all staff are trained; if they were there might be an undesirable preponderance of brain power over "daily living power".

Boys from Frontier have gone out to protected classroom situations, residential treatment centres, foster homes, some training schools and occasionally to hospitals. I am deeply impressed by Frontier's role as an important community service.

A final word about the staff. More than anywhere else, at Frontier a staff member gets back each day what he gives to them. It begins with the very (yawn) early morning watches for staff only, and it runs through the whole day; when he is in need of help and out of the blue another appears at the critical moment; he senses this especially in the nightly meetings at the Red Shack where everyone's focus is on the individual child and information and mutual help bring a long day to a blissful end. It is a wonderful experience to see a playing field with as many older persons as boys and to feel yourself heavily involved with all of them. —●

Light from a Thousand Campfires

edited by Kenneth B. Webb

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TOWARDS GOOD COUNSELLING

Think of the campers as opportunities, not as problems. Have continued respect for the campers as individuals. Don't talk down to them. Always be on the lookout for the interests of your group. Be ready to guide or lead them whenever necessary. As often as possible do what your campers do: Swim with them, play with them, make plans with them, hike with them, go to meals with them. Lead the evening prayers in your cabin. Talk over informally the happenings of the day. Be observant of and thankful for moments of beauty.

Study your cabin group members as individuals. Discover the strong and weak points of your campers. Help them to overcome their weaknesses. Find out their interests, the things they can do well. Help each to develop some hobby, craft or ability as a means of hobby, craft or ability.

If you cannot help the camper yourself refer him to the camp director. NEVER try to practice amateur psychiatry. All you can hope to do is to help each one to adjust to cabin life and give them a good time doing so. Ability to live with people is an important objective in any camp experience.

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WANTED

To complete the Editorial Committee file of "Canadian Camping"—all issues covering the years 1949-1960. Also April and June 1964; February 1965. Please send to Mrs. A. E. Harshaw, Editor, "Canadian Camping", Apt. 704, 35 Thorncliffe Park Drive, Toronto 17, Ontario.

THEY DIDN'T DESCEND FROM US

Three monkeys sat in a cocoanut tree
Discussing things as they are said to be,
Said one to the others, "Now listen you two,
There's a certain rumour that can't be true,
That man descended from our noble race",
The very idea is a disgrace.

No monkey ever deserted his wife,
Or starved her babies and ruined her life,
And you've never known a mother monk
To leave her babies with others to bunk,
Or pass them on from one to another
Till they scarcely know who is their mother.

And another thing you'll never see,
A monk build a fence 'round a cocoanut tree,
And let the cocoanuts go to waste,
Forbidding all other monks a taste.
Why, if I'd put a fence round a cocoanut tree,
Starvation would force you to steal from me.

Here's another thing a monk won't do—
Go out at night and get on a stew,
Or use a gun or club or knife,
To take some other monkey's life.
Yes—man descended—the ornery cuss—
But brother—he didn't descend from us.

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IT'S A DATE

Or rather it's four dates—Monday, April 17th to Thursday, April 20th. We're talking about the Canadian Restaurant Association Show to be held in the Automotive Building at the Canadian National Exhibition Park.

Fun, Fest 'N Fare, the Centennial Year theme, has set the pace for this 23rd annual event and more than 245 companies will have exhibits.

The programme sounds most comprehensive and, although space does not permit elaboration here of the details, we think Camp Directors would find the Show well worth attending. It struck us that the display of menus from countries around the world might be of particular interest. This exhibit will include menus from all types of Canadian operations, those designed for Centennial Year and for other special occasions.

Further information can be obtained from the Canadian Restaurant Association, 60 Avenue Road, Toronto 5, Telephone 923-8416.

It s Wise ***To Supervise***

A DISCUSSION ON STAFF SUPERVISION IN SUMMER CAMPS

COMPILED AND EDITED BY

ALAN KLEIN, and *IRWIN HALADNER,*

Professor Graduate School of Social Work, University of Pittsburgh.

Past Director, Camp Wabi-Kon

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BROCHURES OR LEADERS

We've just been reading the January 1967 issue of "Camping Magazine" the official publication of the American Camping Association. Under "Memo" from Ernie Schmidt to the A.C.A. membership describing a long established and exceptionally fine camp he'd visited, Mr. Schmidt related this conversation. After a tour of the beautiful grounds and enthusiastic commendation of the excellent facilities and equipment, he asked for a copy of the camp's brochure. He was astounded to be told there wasn't one.

"But what do you show parents who want to send their children to your camp?", enquired Mr. Schmidt. The director handed him a small booklet which listed only the names of the counsellors, their address and college, a statement of what each had accomplished and the records they held in their specialty.

"That camp needs no brochure", comments Mr. Schmidt, "the obvious quality of the staff speaks for itself."

With the increasing stress on the importance of leadership, many of us are asking, "What is a **good** counsellor?" Well, Ernie Schmidt says and most of you, we imagine, would endorse his definition:

"The good counsellor has a sense of responsibility about his job as a leader; he can adapt himself to a changing situation; he is sensitive to people; he is able to communicate his ideas to others. The girls or the boys of the camp might say of their best counsellor, "he is fun" or "she is great".

And parents might well ask themselves, "Is this young man or young woman good enough to handle my children?"

"Would I want my children to pattern themselves after this young man or this young woman?"

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